

# New York State District Report Card Comprehensive Information Report

BEDS Code: 52-07-01-04-0000

Name: Galway Central School District

Superintendent: Clifford Moses

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	89	93	91
First	90	88	96
Second	100	86	87
Third	89	103	89
Fourth	104	89	99
Fifth	106	104	86
Sixth	93	104	102
Ungraded Elementary	0	0	0
Seventh	83	87	106
Eighth	94	86	84
Ninth	100	98	83
Tenth	100	97	100
Eleventh	83	98	95
Twelfth	81	88	100
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1212	1221	1218

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	8	0.7%	13	1.1%	9	0.7%
Black (Not Hispanic)	3	0.2%	5	0.4%	2	0.2%
Hispanic	8	0.7%	9	0.7%	15	1.2%
White (Not Hispanic)	1193	98.4%	1194	97.8%	1192	97.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	23	18
Common Branch	22	21	22
English Grade 8	17	18	15
Mathematics Grade 8	18	20	16
Science Grade 8	18	22	17
Social Studies Grade 8	18	22	17
English Grade 10	18	19	17
Mathematics Grade 10	11	12	16
Science Grade 10	17	16	16
Social Studies Grade 10	21	22	19

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.1%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	143	11.8%	144	11.8%	145	11.9%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.4%		95.3%		95.6%
<b>Student Suspensions</b>	49	4.0%	24	2.0%	57	4.7%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	5.9%	5.0%	4.9%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	94
Total Other Professional Staff	12
Total Paraprofessionals	27
Teaching Out of Certification*	6
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis.  
Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	62	35	56%	70	37	53%	80	48	60%
Students with Disabilities	12	0	0%	8	0	0%	8	1	12%
All Students	74	35	47%	78	37	47%	88	49	56%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	26	35	1	11	5	10
Percent	30%	40%	1%	12%	6%	11%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
8	1	0	8

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			1		5	
	Entered GED Program*			0		2	
	Total Noncompleters			1		7	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		2	
	Total Noncompleters			0		2	
All Students	Dropped Out	3	0.8%	1	0.3%	5	1.3%
	Entered GED Program*	0	0.0%	0	0.0%	4	1.1%
	Total Noncompleters	3	0.8%	1	0.3%	9	2.4%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2000–01	2001–02	2002–03
K–1		0%	0%
2–3		0%	0%

## Students Developing a Career Plan, 4–12

Grades		2000–01	2001–02	2002–03
4–5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		243	75
	Number of Students with Disabilities		34	8
	Number of All Students		277	83
	Percent of Enrollment		100%	28%
9–12	Number of General-Education Students		315	333
	Number of Students with Disabilities		47	45
	Number of All Students		362	378
	Percent of Enrollment		95%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	1	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	2	#	1	#
U.S. Hist & Gov't	0	0%	2	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	8	88%	10	90%
Science	7	86%	7	57%	15	73%
Reading	1	#	2	#	9	100%
Writing	1	#	2	#	8	100%
Global Studies	2	#	0	0%	7	71%
U.S. Hist & Gov't	1	#	4	#	5	40%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	87	83	100	10	6	4
Number Scoring 55–100	85	76	90	9	2	#
Number Scoring 65–100	82	67	80	7	1	#
Number Scoring 85–100	16	26	44	0	0	#
Percentage of Tested Scoring 55–100	98%	92%	90%	90%	33%	#
Percentage of Tested Scoring 65–100	94%	81%	80%	70%	17%	#
Percentage of Tested Scoring 85–100	18%	31%	44%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	133	98	123	7	10	11
Number Scoring 55–100	109	75	88	0	4	1
Number Scoring 65–100	85	58	73	0	3	1
Number Scoring 85–100	31	11	18	0	0	0
Percentage of Tested Scoring 55–100	82%	77%	72%	0%	40%	9%
Percentage of Tested Scoring 65–100	64%	59%	59%	0%	30%	9%
Percentage of Tested Scoring 85–100	23%	11%	15%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	101	97	95	13	10	14
Number Scoring 55–100	98	97	78	13	10	8
Number Scoring 65–100	87	92	67	8	9	6
Number Scoring 85–100	29	39	33	0	0	2
Percentage of Tested Scoring 55–100	97%	100%	82%	100%	100%	57%
Percentage of Tested Scoring 65–100	86%	95%	71%	62%	90%	43%
Percentage of Tested Scoring 85–100	29%	40%	35%	0%	0%	14%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	80	92	109	9	5	10
Number Scoring 55–100	78	80	102	8	2	10
Number Scoring 65–100	61	69	87	3	1	6
Number Scoring 85–100	19	21	38	0	0	0
Percentage of Tested Scoring 55–100	97%	87%	94%	89%	40%	100%
Percentage of Tested Scoring 65–100	76%	75%	80%	33%	20%	60%
Percentage of Tested Scoring 85–100	24%	23%	35%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	93	90	90	10	8	12
Number Scoring 55–100	93	90	85	10	8	8
Number Scoring 65–100	93	89	80	10	7	7
Number Scoring 85–100	33	46	27	1	0	0
Percentage of Tested Scoring 55–100	100%	100%	94%	100%	100%	67%
Percentage of Tested Scoring 65–100	100%	99%	89%	100%	88%	58%
Percentage of Tested Scoring 85–100	35%	51%	30%	10%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	101	100	95	10	14	14
Number Scoring 55–100	90	90	73	6	9	5
Number Scoring 65–100	81	76	57	3	6	1
Number Scoring 85–100	29	18	29	0	1	0
Percentage of Tested Scoring 55–100	89%	90%	77%	60%	64%	36%
Percentage of Tested Scoring 65–100	80%	76%	60%	30%	43%	7%
Percentage of Tested Scoring 85–100	29%	18%	31%	0%	7%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		48	71		1	1
Number Scoring 55–100		42	59		#	#
Number Scoring 65–100		31	42		#	#
Number Scoring 85–100		5	11		#	#
Percentage of Tested Scoring 55–100		88%	83%		#	#
Percentage of Tested Scoring 65–100		65%	59%		#	#
Percentage of Tested Scoring 85–100		10%	15%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	14	7	14	0	0	0
Number Scoring 55–100	14	7	14	0	0	0
Number Scoring 65–100	14	7	14	0	0	0
Number Scoring 85–100	10	4	12	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	57%	86%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	31	42	45	0	0	0
Number Scoring 55–100	31	42	45	0	0	0
Number Scoring 65–100	31	42	45	0	0	0
Number Scoring 85–100	25	30	39	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	81%	71%	87%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	47	76	55	0	1	0
Number Scoring 55–100	40	59	34	0	#	0
Number Scoring 65–100	33	53	26	0	#	0
Number Scoring 85–100	16	23	11	0	#	0
Percentage of Tested Scoring 55–100	85%	78%	62%	0%	#	0%
Percentage of Tested Scoring 65–100	70%	70%	47%	0%	#	0%
Percentage of Tested Scoring 85–100	34%	30%	20%	0%	#	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	32	94%	0	0%	11	91%
Students with Disabilities	12	100%	1	#	5	60%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	87	1%	9%	59%	31%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	87	1%	9%	59%	31%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	76	0%	34%	55%	11%
	Students with Disabilities	7	14%	57%	29%	0%
	All Students	83	1%	36%	53%	10%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	87	87	87	7	7	7	94	94	94
Number Scoring 55–64	3	11	3	0	3	1	3	14	4
Number Scoring 65–84	52	53	51	7	2	5	59	55	56
Number Scoring 85–100	31	21	33	0	0	1	31	21	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)